



ASSESSING DIVERSITY INCLUSIVITY IN COLLEGE COURSES: UPDATES AND TRENDS

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TO START...

How is diversity included in the curriculum
at YOUR institution?

How do YOU assess the inclusion of
diversity into courses/curriculum?

SESSION OVERVIEW



- Background on diversity inclusivity
- Diversity Inclusivity model
- Diversity inclusivity items
- Some results
- Implications for assessment



SESSION LEARNING OUTCOMES

Following this session, participants will:

- Understand our diversity inclusivity framework
- Understand which faculty and courses are more likely to include diversity
- Understand how diversity inclusivity has changed over the last decade
- Know one way to assess the inclusion of diversity in courses

WHY INCLUDE DIVERSITY?

- Our campuses are diversifying
- We face complex problems intertwined with diversity
- Evidence that including diversity yields:
 - Critical/complex thinking
 - Perspective-taking (empathy)
 - Social agency
 - Awareness of inequality
 - Racial understanding



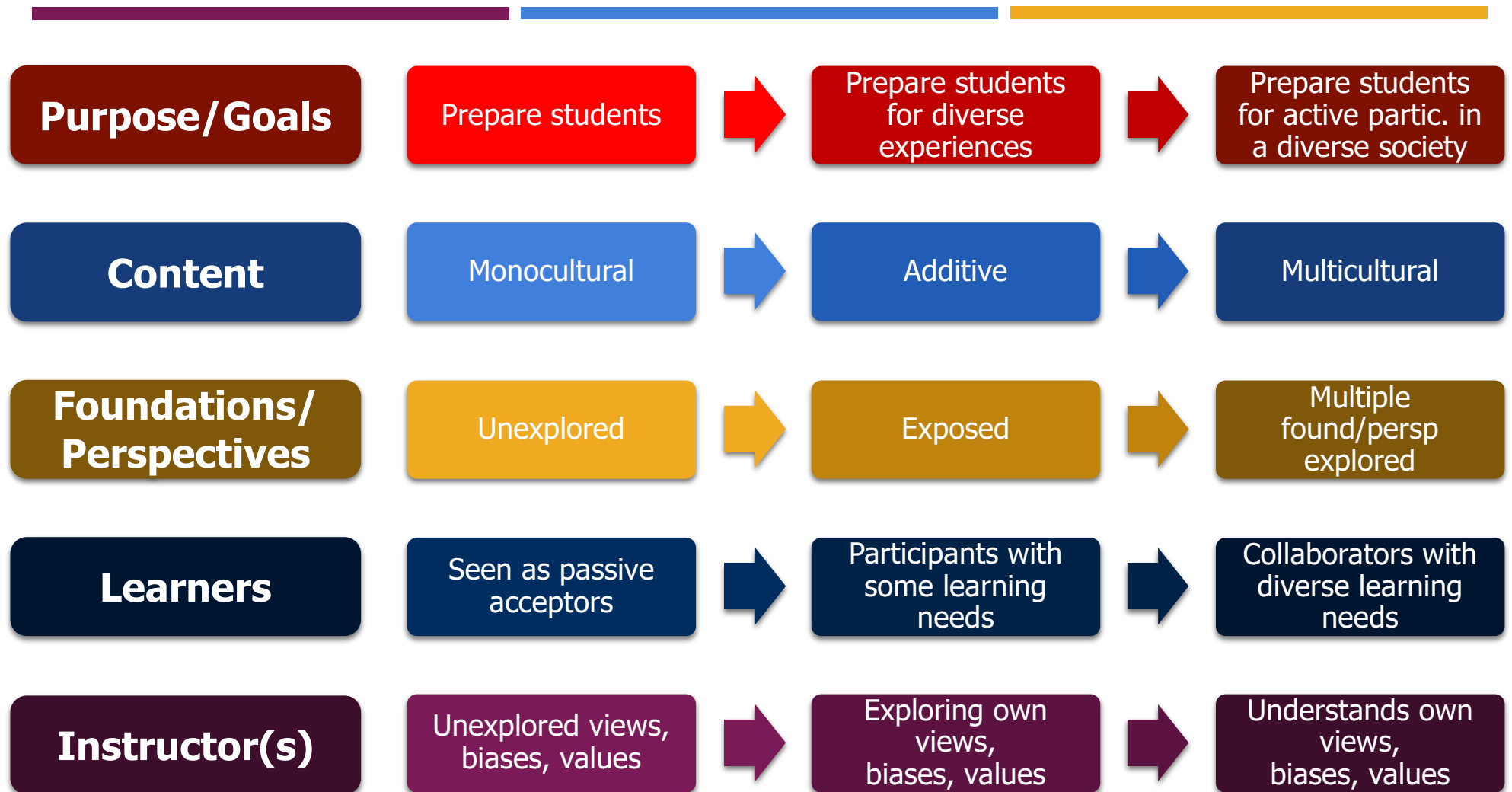
HOW DO WE INCLUDE DIVERSITY?

- Focus is often on designated “diversity courses”
 - This makes it difficult to know what is happening across the curriculum
- Drawing from course planning models, multicultural education, and feminist theory/pedagogy identified nine course elements:
 - Purpose/goals
 - Content
 - Foundations/perspectives
 - Learners
 - Instructor(s)
 - Pedagogy
 - Classroom Environment
 - Assessment/evaluation
 - Adjustment

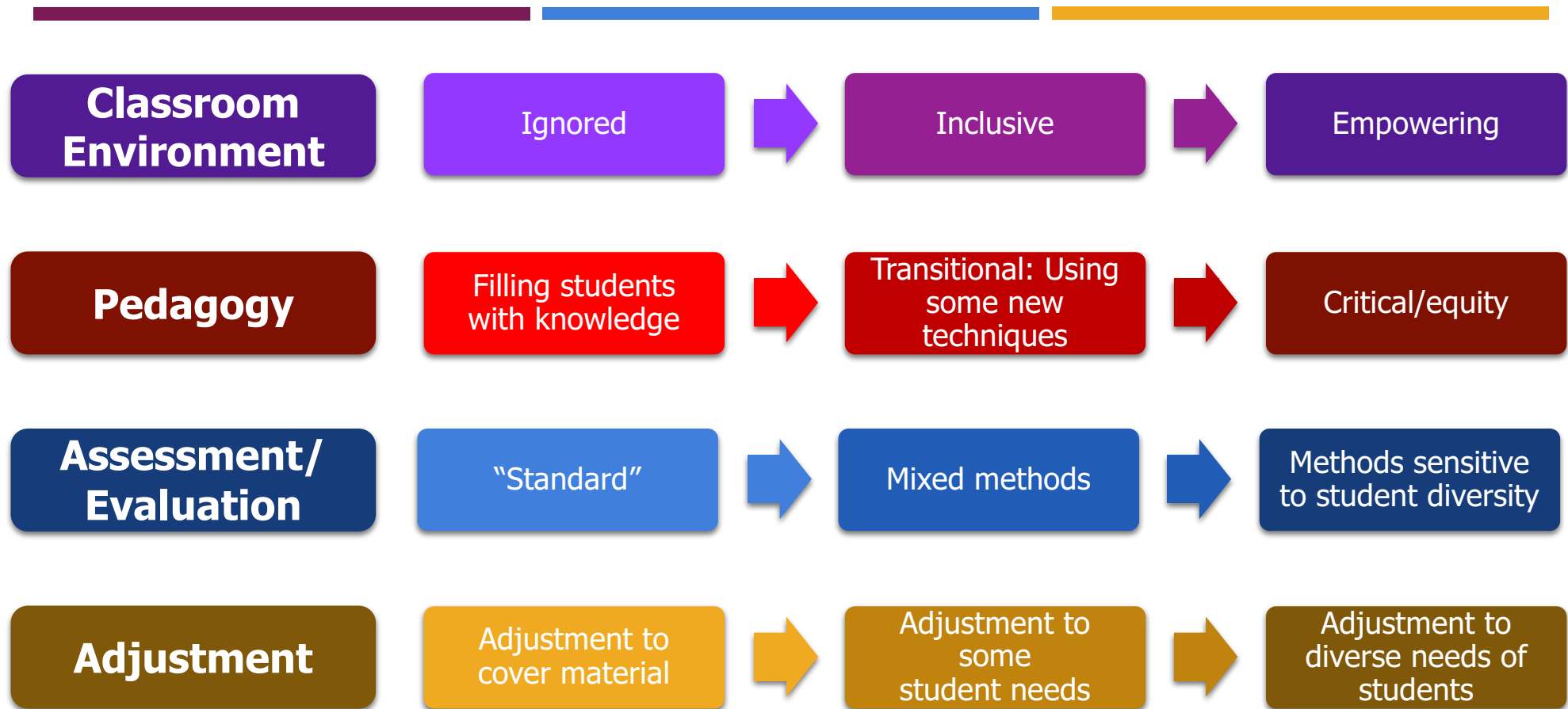
DIVERSITY INCLUSIVITY?

The amount any element of a course includes diversity can vary from not at all to extensively





Source: Nelson Laird (2014)



Source: Nelson Laird (2014)



MODEL BENEFITS

- Promotes planning and improvement
- 9 key elements (content is only 1 of 9)
- Flexible
 - Design your way (create your own path)
 - Any course can include diversity somewhere
- Easily derive assessment tools and tasks



DATA SOURCE

- Faculty Survey of Student Engagement (FSSE)
- Diversity Inclusivity experimental item set appended to 2017 FSSE
 - 42 U.S. institutions, 4,618 faculty members

Quick Clarification!

- Inclusiveness and Engagement with Cultural Diversity is a Topical Module offered on NSSE and FSSE
- Diversity Inclusivity is an experimental item set appended to FSSE 2007 and 2017

DIVERSITY INCLUSIVITY EXP ITEM SET

Does your selected course section fulfill a "diversity" requirement?

Response options: Yes, No

- | | | |
|--|----------------|---------------|
| a. A program or department requirement | YES 27% | NO 73% |
| b. A school, college, or campus-wide requirement | | |

How important to you is it to improve how diversity is included in your selected course section?

Very important	35%	Somewhat important	23%
Important	25%	Not important	17%

DIVERSITY INCLUSIVITY EXP ITEM SET

In the past year, how often have you participated in activities (workshops, campus programs, conference sessions, etc.) to improve the inclusion of diversity in your selected course section?

Very often	10%	Sometimes	40%
Often	16%	Never	34%

Please indicate whether the following statements are true or false.

- | | | |
|--|-----------------|------------------|
| a. Trying to be more inclusive of diversity makes you uncomfortable | True 6% | False 94% |
| b. You change things in your courses every year to be more inclusive of diversity | True 58% | False 42% |
| c. You do not feel supported by others in the work you do to be more inclusive of diversity | True 13% | False 87% |
| a. You work regularly with your colleagues to find ways for your courses to be more inclusive of diversity | True 44% | False 56% |

DIVERSITY INCLUSIVITY EXP ITEM SET

How inclusive of diversity is your institution's undergraduate curriculum?

Response options: Not at all inclusive (1) to Totally Inclusive (7)

1 – 3: 15% **4: 20%** **5 – 7: 65%**

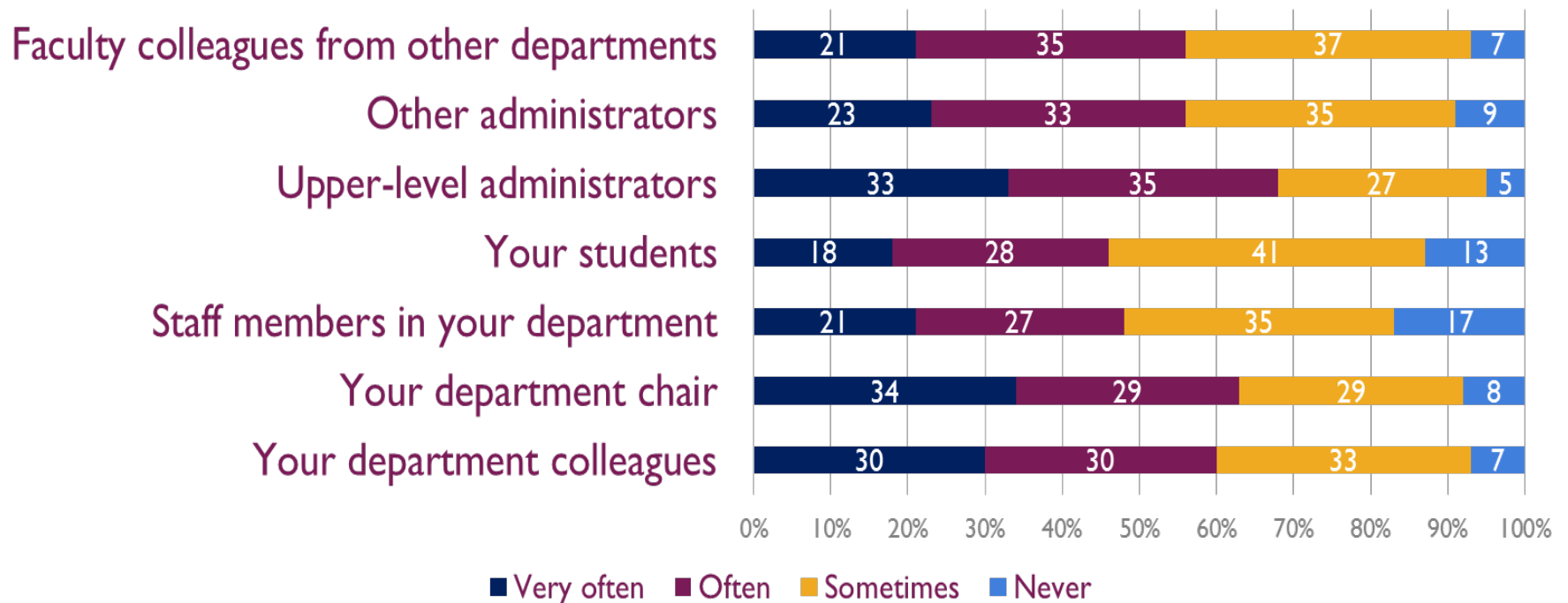
How important to you is it for the undergraduate curriculum of your institution to be more inclusive of diversity?

Very important 43%
Important 32%

Somewhat important 18%
Not important 7%

DIVERSITY INCLUSIVITY EXP ITEM SET

How often do the following people at your institution express their commitment to diversity?



DIVERSITY INCLUSIVITY EXP ITEM SET

In your selected course section, how much do the following happen?

Response options: Very much, Quite a bit, Some, Very little

Students gain an understanding of how course topics connect to societal problems or issues	Purpose/goals	Diverse Grounding Scale
Students develop skills necessary to work effectively with people from various backgrounds	Purpose/goals	
The course content covers contributions to the field by people from multiple cultures	Content	
The course emphasizes multiple approaches to analyzing issues or solving problems	Foundations/ Perspectives	
You explore your own cultural and scholarly biases as part of class preparation	Instructor(s)	
You address your potential biases about course-related issues during class	Instructor(s)	
You learn about student characteristics in order to improve class instruction	Learners	Inclusive Learning Scale
You vary your teaching methods to allow for the multiple ways students learn	Pedagogy	
The classroom atmosphere encourages the active participation of all students	Classroom Environment	
Students feel empowered in their learning	Pedagogy	
You evaluate student learning using multiple techniques	Assessment/ Evaluation	
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	Adjustment	

CLOSER LOOK AT COURSE ELEMENT SCALES

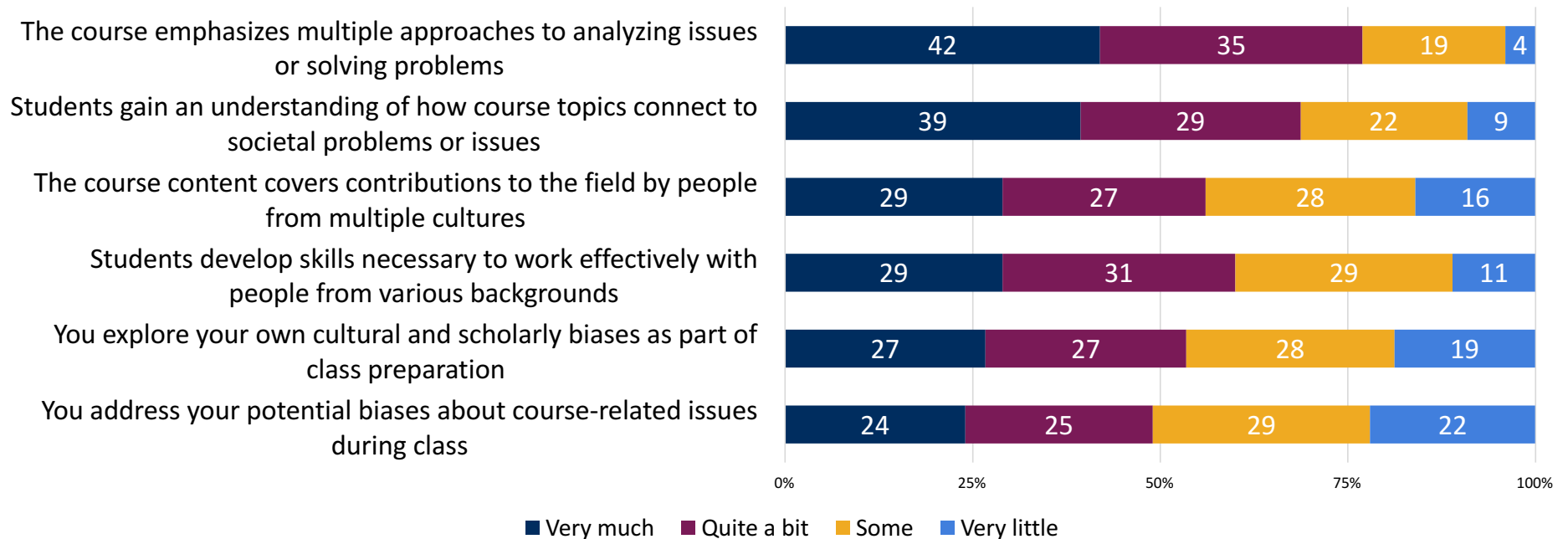
- Frequencies to determine how much faculty reported including diversity into 9 course elements
- Two OLS regressions to identify predictors of scales

Diverse Grounding: Purpose/goals, Content, Foundations/Perspectives, Instructor(s),

Inclusive Learning Practices: Learners, Classroom Environment, Pedagogy, Assessment/Evaluation, Adjustment

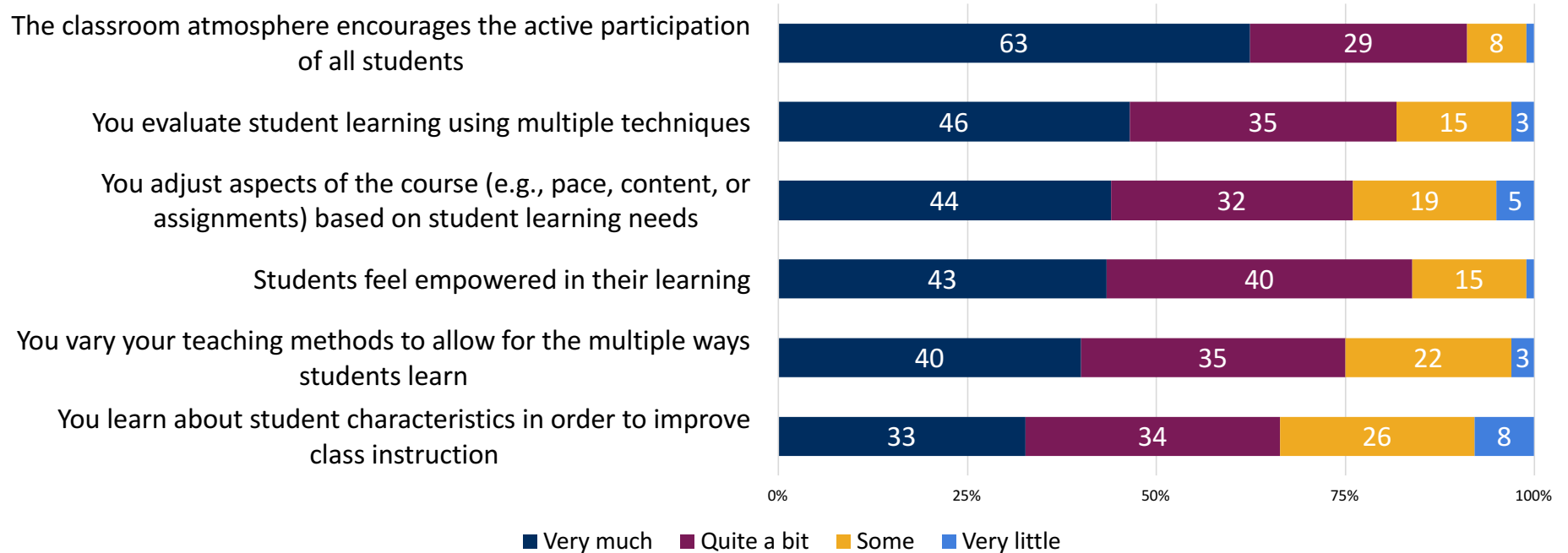
FINDINGS: FREQUENCIES

Diverse Grounding Practices Responses



FINDINGS: FREQUENCIES

Inclusive Learning Practices Responses



FINDINGS: PREDICTORS OF DIVERSITY INCLUSIVITY

Predicting Diversity Inclusivity	Diverse Grounding	Inclusive Learning
Women	+++	+++
African Amer or Black; Hispanic Faculty	+++	+++
Multiracial; Other faculty	++	+
Asian Faculty		++
PNR to race/ethnicity	+	++
LGBTQ+	++	+
Doctorate		- -
Years teaching		-
Course load	+++	+++

FINDINGS: PREDICTORS OF DIVERSITY INCLUSIVITY

Predicting Diversity Inclusivity	Diverse Grounding	Inclusive Learning
Curricular diversity		++
Discipline (largely hard/soft split)	- - -	- - -
Lower division	-	- -
Diversity requirement	+++	+++
Perceived inst commitment to diversity	+++	+++
General ed designation	+++	
Auxiliary location	+++	+++
Combination distance and classroom	++	
Small course size		+++

TRENDS

	Very much		Quite a bit		Some		Very little	
	2017	2007	2017	2007	2017	2007	2017	2007
Students develop skills necessary to work effectively with people from various (cultural) backgrounds	29%	17%	31%	23%	29%	36%	11%	23%
The course content covers (emphasizes) contributions to the field from people from multiple cultures	29%	19%	27%	21%	28%	31%	16%	30%
You address your potential biases about course-related issues during class	24%	16%	25%	26%	29%	38%	22%	20%
You evaluate student learning using multiple techniques	46%	42%	35%	34%	15%	20%	3%	4%
You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	44%	41%	32%	33%	19%	22%	5%	4%



WHAT DOES THIS MEAN?

- More faculty are incorporating diversity that we think
- Every course can be more inclusive
- By changing the way we assess diversity inclusivity we can better understand the impact of diversity in the curriculum
- Assessing diversity inclusivity in this way allows for focus on elements with greater faculty agreement

QUESTIONS/COMMENTS?

Thank you for joining us!

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